

CHAPTER I

INTRODUCTION

Regarding to the following research of this present study, this chapter presents the elucidation of how the researcher starts this study. Chapter one deals with background of study, statement of problem, purpose of study, significance of study, scope and limitation, and also definition of key terms. Each section will be explained as below.

1.1 Background of Study

In this globalization era, English is enormously important to be learned because English is used to communicate between one people to another from different countries for manifold objectives as it is an international language. Moreover, English serves as a mean of absorbing and developing science, administration and international aid, also technology and culture (Kurniawati, 2016:1).

Learning English encompasses four skills that we need to learn, those are; speaking, listening, writing, and reading. Thus, to comprehend the spoken language, to speak the language, to read and to write the language, the understanding of how to pronounce the words correctly and obviously is needed, because learning English is not only knowing the meaning of words and the structures, but also knowing of how the words are produced is also important.

Pronunciation is one of the important things in learning English in order to elude miscommunication in a communication. As noted by Ahmad (2012), pronunciation is act or manner of pronouncing words; utterance of speech, a way of speaking a word,

especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. In short, pronunciation is act or manner of how the words' sounds are formed.

Somehow, learning pronunciation is not easy because one word in English might has more than one meaning with more than one pronunciation. As noted by Hidayah (2013), the problem of English pronunciation in learning English produced by students were misunderstanding about the sounds because many words have almost similar sounds. Furthermore, some aspects which have to be considered in learning pronunciation according to Sembiring and Ginting (2016:41) are: consonant sound, voiced and voiceless, place of articulation, manner of articulation, vowel and diphthong. Consonant sound is as the solid blocks with which we construct words, phrases, and sentences. There are 25 English consonants, those are: /b/, /p/, /d/, /t/, /g/, /k/, /v/, /f/, /ð/, / /, /z/, /s/, /ʒ/, /ʃ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /hw/, /y/. Voiced and voiceless or voicing is whether the vocal cords are vibrating or not. Then, the place of articulation is the description of where the obstruction occurs in the vocal tract. Manner of articulation is another distinguishing feature of how consonants are produced. While vowels are produced with little restriction of the airflow from the lungs out the mouth and/or the nose (Fromkin, et. al. 2011:246). The last aspect in pronunciation is diphthong, diphthong is the combination of two vowel sounds (Yule, 2010:34).

In line with the explanation above, there are many aspects that need to be noticed in learning pronunciation. This condition makes learning pronunciation seems more challenging. By virtue of Fulcher (2003:25), the second learners regularly have

problem in differentiating between sounds in the new language that they do not have in their own language.

In the process of learning other language, there will be many errors or mistakes which are made by the learners. By virtue of Gopur (2008:5), mistakes are deviation due to performance factors such as memory limitation, spelling, pronunciation, fatigue, emotional strain etc. which means that mistakes are influenced by students' memory of knowledge such as mistakes in the sequence of tenses, agreement in long sentences, and also influenced by emotional strain which are typically random and readily corrected by the student when his attention is drawn to them. While errors are influenced by competence factors, that means students does not understand yet about the linguistics system used or in other words, students need the teacher or other people to correct their errors. Additionally, pronunciation error is the errors in the articulation of the sounds (Tiono & Yostanto, 2008:80). Pronunciation error occurs due to lack of students' aptitude on the words' sounds. Moreover, students have not mastered the pronunciation of English language because most of them are still influenced by their first language pronunciation system (Widyaningtyas:2014). As mentioned before, pronunciation errors are only can be identified by the teacher. That is why a research on students' pronunciation errors is needed in order to correct the errors itself and also give a new knowledge to the students about the sounds of the words.

In regard to the above explanation, in this case the researcher is going to investigate students' pronunciation errors and also find out the sources of the pronunciation errors made by the tenth grade students at SMK Muhammadiyah 2

Malang. Pronunciation errors is chosen to be analyzed because the researcher wants to know what the tendencies of pronunciation errors are. Then, SMK Muhammadiyah 2 Malang is chosen because based on the result of preliminary interview which was conducted by the researcher to the English teacher of SMK Muhammadiyah 2 Malang. The teacher said that there were many students who could not respond precisely when the teacher asked them to speak communicatively in English because they do not know how to speak in English and also they were hesitate that they will mispronounced the English term. Therefore, the tenth grade or the first year students in this case is chosen to be analyzed due to the pronunciation errors made by them should be corrected seriously in order to avoid more serious errors in the next year or grade.

Consequently, a study on pronunciation errors made by the tenth grade students should be done in order to help them recognizing their pronunciation errors. Thus, it will also assist them to increase their confidence.

However, based on many aspects which are elaborated in above paragraph, in this case the researcher only focused on the manner of articulation errors made by the students. As mentioned above, manner of articulation is how consonants are produced. As noted by Afifah (2005) it is difficult to pronounce some sounds because the students need to spread the lips. The way students spread their lips is also counted as manner of articulation; that is why in this research manner of articulation is analyzed in order to help the students solve their problem in pronouncing English vocabularies.

Additionally, what makes this research is different from another research because in this study the researcher is not only analyzing the students' pronunciation errors but also the reasons of why the errors are occur. As in Gopur (2008:5), he found that errors of pronunciation covering 14 errors in middle vowel sounds, 7 errors in initial consonants, 5 errors in middle consonants, 13 errors in final consonants and 2 errors in silent letter in his research. Yet he did not mention the reason why the errors are occur. So that it might difficult to help the students to recognize their pronunciation errors and also the solution of it. Moreover, Sembiring and Ginting (2016:52) mentioned that there are 193 errors in pronouncing the consonants with the percentage 32%, 104 errors in pronouncing the vowels with the percentage 31% and 54 errors in pronouncing the diphthongs with the percentage 32 %. In this case Sembiring and Ginting did not found a pronunciation errors on the students' manners of articulation. While as mentioned in the previous paragraph that in this research the researcher will only focus on students' manners of articulation errors. Thus, it is expected that this research might be useful to enlarge a research on students' pronunciation errors in another aspects other than Gopur, Sembiring and Ginting mentioned above.

Therefore, the detail information of how this research initiates will be elucidated in the following sections.

1.2 Statements of Problems

In order to make this present study in its track to meet the goal, the researcher proposes two research questions which presented as below:

1. What are the pronunciation errors commonly made by the tenth grade students at SMK Muhammadiyah 2 Malang?
2. What are the sources of the pronunciation errors made by the tenth grade students at SMK Muhammadiyah 2 Malang?

1.3 Purposes of the Study

In accordance with the research questions formulated above, the researcher formed some purposes in order to guide this present study. Those purposes are elaborated as below:

1. To investigate the pronunciation errors commonly made by the tenth grade students at SMK Muhammadiyah 2 Malang.
2. To find out the sources of the pronunciation errors made by the tenth grade students at SMK Muhammadiyah 2 Malang.

1.4 Significances of the Study

Whether theoretically or practically, the existence of this study is expected to be beneficial for all or parties such as the students, English teachers, and also the next researcher:

1. For the students

Expectantly, the output of this research might help the students to recognize their problems in English pronunciation, so that they can improve their pronunciation skill.

2. For English teachers

This research is expected to be beneficial for English teachers in speaking class. It is expected that the teachers can identifying the students' pronunciation errors and find the best solutions for it.

3. For the next researchers

This research is expected can be an additional reference for those who are interested in conducting a research in the same field.

1.5 Scope and Limitation

The scope of this study is investigate the pronunciation errors made by students of tenth grade at SMK Muhammadiyah 2 Malang. Since there are six pronunciation aspects, in this research the researcher limits the research only on analyzing the manner of articulation errors.

1.6 Definitions of Key Terms

In order to evade some misunderstanding about certain terms in this research, the researcher tries to explain some definitions as follows:

1. *Pronunciation* is act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols (Ahmad, 2012).

2. *Errors* are consistent and systematic deviation characteristic of the learner's linguistic system at a given stage of learning (Gopur, 2008:14).
3. *Error analysis* is an area of study in applied linguistics that studies and analyses the errors made by second language learners (Richards and Schmidt, 2010:201).

